

GUIDANCES FOR COMPLETION OF PART I

General

Although APP is designed to achieve the uniform consideration of major personnel issues throughout the Agency, its applicability to an individual Career Service will vary according to the size and needs of the Career Service. Accordingly, not all items in the APP will have to be completed by each Service.

Table 1. Overall Plan

Table 1 asks for planned changes in personnel strength, by grade, between the beginning and the ending of Fiscal Year 1974. Although a Career Service cannot fully control the level and types of separations in the Fiscal Year, it can project probable separations and take corresponding actions to estimate and control possible EOD's, reassignments, and promotions in the Service. Since these flows represent alternative choices at each grade level, within authorized ceiling and positions at each grade, it may be necessary for a Career Service to redraft Table 1 several times in order to find an optimum balance among these factors. (Career Services have had previous experience in completing a form similar to Table 1.)

If a Career Service Head cannot balance on-duty-strength and authorized ceiling at the end of FY 1974 without seriously impairing management of the Career Service, he should be prepared to justify his position to the Deputy Director concerned.

Since the entries in Table 1 encompass the more detailed elements shown in Tables 2-4, the Career Service should make a preliminary assessment of the goals and policy aspects applicable to Tables 2-4 prior to completing Table 1.

Table 2. Personnel Utilization

2A -- Project accessions of the Career Service (EOD's and reassignments). This unit summarizes total civilian manpower requirements, stated somewhat differently for management review purposes than those shown in the Advanced Staffing Plan (ASP). Instead of showing requirements by occupational codes, the skill categories used in this section highlight the levels of professional, technical and clerical personnel needed to effectively match people and jobs -- an important factor in personnel utilization and employee motivation. The ASP is a basic source for completing this section, and the information shown should be compatible with the data in the ASP for FY 1973 and FY 1974.

2B -- Identify planned gains of racial minorities and women in the professional ranks, in accordance with plans and affirmative actions that appear feasible in the Career Service.

2C -- Count all employees Grades GS-07 and above whose Personal Rank Assignments (encumbent's grade exceeds that of the position to which assigned) are expected to extend beyond two years as of 30 June 1973. Then estimate the number of employees in Grades GS-07 and above who will be in PRA assignments two years or more as of 30 June 1974. The latter should be based upon formulated plans to reduce the volume of such PRA's. Paper assignments of employees (without an effective change in job status) in order to reduce PRA's of two years or longer duration should be avoided.

2D -- Insert the number of employees Grades GS-07 and above expected to be underslotted (encumbent's grade is less than the position to which assigned) at the close of FY 1973. Although this is not a planning item, it is included for comparative purposes with the data concerning PRA's two years or longer in duration.

2E -- Provide sufficient lead time to accomplish the planning necessary for completing the information requested. Planning efforts should be coordinated closely with the Personnel Development Program (PDP). A special effort should be made to identify any positions within the Career Service that could best be filled by qualified employees outside the Career Service. The Career Service should also spend some time in deciding which individuals or types of careerists should be rotated outside the Career Service and when it would be advantageous for the Career Service to do so.

2F -- Focus upon the movement of clerical and technical employees into professional ranks. The job title of the employee rather than the position is the reference for identifying clerical and technical movements into professional ranks.

2G -- Determine the extent to which stenographic skills are being effectively utilized. The canvassing of information required to complete this unit easily can be accomplished by telephonic or direct contacts of qualified stenos or principal secretaries in sections, branches or divisions of components under the staffing purview of the Career Service.

Table 3. Promotion Activity

3A -- Estimate the planned volume of promotions in FY 1974 for professionals in the lower grade ranges. The value of this planning effort is apparent since promotion expectations importantly influence the career span and work attitudes of young professionals. Each Career Service should be attentive, therefore, to the desirability of moving promising professionals through the lower grade ranks within a reasonable period of time.

To the extent, however, that the prompt upward movement of young professionals might deter other important personnel decisions, careful consideration should be given to all competing interests before promotion levels are set for this group.

3B -- Identify the planned development and advancement of racial minorities and women employees. Before completing this section, promotion goals should be established following a careful individualized review of the qualifications of such employees on-duty in relation to others in a competitive position.

Table 4. Training

4A -- Project training enrollments, internal and external. Training plans should reflect actual needs, not merely arithmetical increases in previous levels of training. Developmental training requirements specified for individuals in the PDP, and skills training needed by employees for future assignments should be taken into account in filling out this unit of the APP. (See OTR catalogue for listing of courses.)

4B -- Consider the expected gains and losses of language-skilled careerists in deciding the number of training enrollments needed to meet the desired levels of language resources in FY 1974. The time required to achieve the development of language skills (usual and unusual types) should be taken into account in planning the volume, frequency and duration of language training. (Explanation of language skill codes, e.g., S/2, can be obtained from OTR.)

Background Data for Preparation
of Part I of APP

<u>Table</u>	<u>Source</u>
1	Computer listings #144, #212B, #241E and F
2A	Advance Staffing Plan (ASP)
2C	Computer listings #249, #175
2D	Computer listing #222B
2E	Computer listing #207D
2F	Computer listings #241, #172, #145C and D
2G	Computer listing #239D
3A	Computer listing #212B
3B	Computer listing #176A
4A	Computer listings #601D, #601K
4B	Computer listings #140H, #161D or K